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ABSTRACT

This report presents evaluation results of the Home Instruction Program for Preschool Youngsters (HIPPY), carried out in Jerusalem, Israel. This experimental program was designed to improve the cognitive skills of children (4-7 years old) whose mothers had little formal schooling, and provides instruction in Hebrew and mathematics by using a set of structured learning materials under the supervision of family members. Progression in school and achievement data of 412 program participants (206 sibling pairs) in six locations were compared with similar data for a control group on non-participants. The results (taken for grades 1 and 2) were analyzed both by sibling pair and for differences between siblings. It was found that participants (1) were more likely to progress in a normative fashion through school, and (2) had somewhat higher achievement test scores in Hebrew reading and mathematics than non-participants. (GC)

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AN EVALUATION OF THE EDUCATIONAL IMPACT OF HIPPY

(Home Instruction Program for Preschool Youngsters)

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THE NATIONAL COUNCIL OF JEWISH WOMEN
RESEARCH INSTITUTE FOR INNOVATION IN EDUCATION

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INTRODUCTION

HIPPY (Home Instruction Program for Preschool Youngsters) is an enrichment program whose aim is to improve the intellectual development of children in low SES families in which mothers have little formal schooling (less than ten years). The program begins when participating children are 4 years-old and continues for three years. The program utilizes a set of structured learning materials which are administered to the youngster by his mother or another family member five times a week resulting in about fifty hours of work per year. The mother herself is supervised on a weekly basis by a local para-professional aide who is trained and supervised by the program's professional staff. The assumption behind the program is that consistent and relatively long-term cognitive intervention channeled through the family will affect familial interactions, and thereby assist intellectual growth. It is expected that such growth will be reflected in improved school performance.[1]

HIPPY was administered in an experimental fashion to seventy families during the years 1969-1973 in the framework of a randomized field study (there were 138 control families). It was found that program participants scored higher on achievement tests.[2] Following this report, it was decided to expand the program as part of the Welfare Program of the Ministry of Education and Culture. The

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[1] Lombard, Avima.
Success Begins at Home: Educational Foundations for Preschoolers. D.C. Heath & Co., Lexington Books, Boston (1981).

[2] Lombard, Avima.
Home Instruction Program for Preschool Youngsters (HIPPY). The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem (1973).

program expanded yearly and in 1981 reached 14,000 children.

It was considered important to reevaluate the program as the number of locations increased and as novelty and the innovator's involvement decreased. Therefore, the present study, which was initiated in 1975 and is based on data collected from 1976 to 1979, examines the effect of the program in its large-scale application. It presents a reorganization and reanalysis of the data presented in reports 3 and 4 of the HIPPY Reevaluation Study.[3] It comes in the wake of a number of suggestions for additional analyses. Specifically, there was a lack of detailed consideration of why many children in the original sample were not available for testing in later grades. Such an analysis was viewed as important for the interpretation of the findings. It was also suggested that places, rather than individual families be the unit of analysis.

We decided to concentrate on what we see as the two major sets of variables:

a) Normative progression through school; b) Achievement in Math and Hebrew for children in regular classrooms.

Two other variables - examined in previous reports - concept formation ability and classroom behavior were considered to be less important and have not been reexamined here.

The first part of the report describes the research design, the variables studied and the population involved. In the second part, the results of the research are reported, analyzed, and interpreted.

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[3] Silverstein, Paula; Kareev, Yaakov.
An Examination of the Effect of HIPPY on Achievement.
The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem, Report 3 (1978), Report 4 (1979).

RESEARCH DESIGN

Ideally, we would have used a true experimental design in which subjects were assigned randomly to participation or non-participation in HIPPY. However, field conditions were such that the decision about participation in HIPPY was not in our hands. As a result, we were forced to use a quasi-experimental design. One approach would have been to compare HIPPY children with other children of the same age from similar families and communities which did not participate in HIPPY. A major disadvantage to this approach was that we could not be completely certain of the comparability of the groups. Subtle selection variables influence the participation of communities and families in welfare programs such as HIPPY.

Another approach would have been to compare a younger sibling who participated in HIPPY to his older sibling who did not (the opposite comparison was ruled out due to obvious spill-over effects). This approach solves the selection problem, but does not control for period-related effects (birth order effects, changes in the educational system, etc.).

By combining the two designs, we overcame both the problem of selection and of period effects. The design adopted is based on comparing differences between pairs of siblings in experimental families to differences between pairs of siblings in control families. In the control families neither child participated in HIPPY, whereas in the experimental families, the younger child did.

By comparing the performance of younger siblings in HIPPY to

that of their older siblings who were not in HIPPY, we neutralized family and community related variables. By making the same comparison in control neighborhoods and using that as a standard we neutralized period effects. Of course, like any design comparing locations over time the resulting design is vulnerable to selection by period interactions. For example, other educationally effective innovations could have been introduced in the control but not in the experimental neighborhoods between the testing of the older and younger siblings. This would have raised the performance of younger siblings in the control neighborhoods, leading to an incorrect conclusion concerning the effect of HIPPY. Our discussion of the findings will examine such possibilities.

VARIABLES

The independent variables considered here are treatment group (experimental vs. control) and location (one of six locations described below). Background variables such as parents' education and family size were used as covariates in previous analyses reported earlier, and found to have negligible correlations with differences between siblings. Therefore, we did not include them in the present analysis.

The basic dependent data for each child were: a) whether or not he/she progressed in non-normative fashion through school (staying back or being placed in a first grade preparatory class or special education); b) his/her scores in Hebrew and Mathematics Achievement Tests (G. Ortar - Reading Comprehension Tests for Grades 1 and 2; Minkovich - Mathematics Achievement Tests for grades 1 and 2).

For each family we examined the difference in non-normative progression of the siblings and the difference of their scores on the achievement tests (the score of the younger minus the score of the older sibling). We call this achievement difference the "advantage score" for that family. Positive effects of HIPPY would be reflected in a) relatively more normative progression through school of the HIPPY participants and/or b) larger "advantage" scores in experimental as opposed to the control group.

SAMPLE

The original research sample included 811 children from 8 locations. In this final report, 412 children or 206 pairs of siblings are considered (93 experimental, 113 control). Losses were due to several factors:

(1) Two locations were dropped because HIPPY was discontinued due to local problems in its administration (120 subjects were lost).

(2) The research originally included a group of family pairs based on 3rd grade comparison siblings. These were dropped since it was decided by the Ministry of Education to follow the program only through second grade (125 subjects were lost).

(3) In some families more than one elder sibling was tested and it was later concluded that only one comparison per family would be methodologically correct. Such extra siblings were dropped (50 subjects were lost).

(4) Families were dropped due to lack of information concerning the school performance of one member of the sibling pair. In 35

cases (20 experimental, 15 control), the family moved or one or both of the siblings changed schools. The higher loss of experimental families is due to the fact that they were followed for three and four years, whereas the control families, a majority of which were added to the experiment in its second year, were followed for only two and three years. In 17 cases (13 experimental, 4 control), the siblings remained in the research schools, but were not tested due to technical difficulties (e.g., not finding an older sibling for testing, and thus dropping the sibling pair from the achievement analysis). Most cases like this occurred in the first year of the research. Again, the fact that a large percentage of the control cases were added in the second year of the research accounts for the discrepancy between the experimental and control groups. We see no reason to suspect that these differences in mobility and technical difficulties could affect our results. Only a selection by treatment interaction could account for an affect. For example, one possibility (unlikely in our view) is that families in which HIPPY was not very successful were more likely to move or to be involved in technical difficulty.

The subjects included in the present report come from 6 locations. The locations were chosen to represent a cross-section of the kinds of communities in whcih HIPPY is administered. All of the locations were places that had initiated HIPPY in the year in which the research was begun (1975/6). Control communities were chosen either from comparable neighborhoods in the same communities or from nearby communities in the case of small settlements. Table 1 describes the locations chosen:

Table 1: Characteristics of locations in the research

Location	Experimental Group	N (families)	Control Group	N (families)
1	neighborhood in a big city	7	same neighborhood	9
2	neighborhood in a middle-sized city	15	another neighborhood in the same city	12
3	a relatively well-established development town	16	same development town	8
4	development town with a religious population	26	a nearby development town with a somewhat religious population	49
5	a group of moshavim (sides were student teachers)	17	moshavim from the surrounding area	27
6	a group of moshavim	12	a nearby workers' town	8
		93		113

In each of the above locations the sampling procedure was as follows: In the experimental locations we obtained the names of all 4-year olds participating in HIPPY. In the control locations we obtained the names of all 4-year olds in pre-kindergarten. The final research sample included all of the above children who had an older sibling in a regular first or second grade class who had not stayed back. Thus, families with older siblings who already had serious educational difficulties were excluded. We will relate to this sampling bias in the discussion of the results.

All the children were tested on the appropriate materials for each grade level when they reached that grade level. Thus, the older siblings were tested first, while the younger children were still in pre-kindergarten, and the younger children were tested when they finished first and second grade. We do not have first grade results for older siblings who were already in second grade at the start of the research. Also, in some locations, data for the control group is available only at the second grade level. This is due to the fact that we originally took control groups only in locations where the population was highly similar on SES variables to the experimental group. Later, the small size of the overall control group deterred us, and we added control groups even for those locations in which we were less sure of the comparability. Post-facto, it appears that these control groups were as adequate as those originally chosen.

RESULTS AND DISCUSSION

As mentioned before, analysis of the data focused on two major aspects - the extent to which children progressed through school in a normative fashion, and the school achievements of those students who continued within the regular educational framework. The two major findings were:

1) Children who had participated in the program were more likely to progress in a normative fashion through school.

2) In the achievement test analyses, a consistent trend of higher advantage scores was found for participants of the program.

Before turning to an amplification of these findings, it should be noted that out of the 93 experimental families, 6 did not complete HIPPY. We assume that these were families which had substantive difficulties with the program. As a conservative approach we included them with the rest of the experimental group in the following analyses.

Non-Normative Progr[illegible]sion Through the School System

Non-normative progression includes staying back, being assigned to a first grade preparatory class, or being sent to special education. We considered non-normative progression as an indicator of serious educational problems. Educational problems could appear in families in one out of four combinations:

1) Both siblings have such a problem.
2) Only the younger sibling has such a problem.
3) Only the older sibling has such a problem.
4) Neither sibling has such a problem.

If the program has an effect, we would expect that fewer younger siblings in the experimental group would have educational difficulty. Thus, the percent of families falling into the categories of "both" or "yo nger only" should be lower for the experimental group than for the control group.

Table 2 shows the distribution of families according to the sibling(s) who had educational problems. Part A of the table presents the actual numbers whereas part B presents the percentages. It can be seen from the table that looking at the sample as a whole, (and

giving each location an equal weight) fewer experimental families had younger siblings with problems than did control families (11% vs. 29%). A finer analysis of this result shows that the advantage of the experimental group was very large in the "younger only" category (5% vs. 23%), whereas there was no difference in the "both" category (6% vs. 6%). Thus we can conclude that all in all the program did reduce the appearance of educational problems affecting normative progressions in school.

In further analysis of these data we examine the appearance of educational problems for the younger siblings in two types of families: Those which the older sibling had a problem, and those in which he did not. We have termed the first kind of family "higher risk", and the second kind "lower risk". (It should be noted that these terms are relative within our research population, which is all in all high-risk as far as educational problems are concerned). The analysis consists of looking at the conditional probability of the younger siblings having educational problems separately within higher risk and lower risk families. In Table 2, the first line of part C shows the data for the low risk families. Over the entire sample we see that in the control group 28% of the younger children in these families had educational problems. The comparable figure for the experimental families is 6%. If we look at the 22% difference between the experimental and control groups in relation to the level of the control group (28%), we can estimate that in lower risk families HIPPY reduced educational problems by 79%.

The second line in Part C presents the data for higher-risk families. We note that these data are based on very small sample sizes, and we feel much less confident in interpreting them. Still, taking these results at face value we note a higher incidence of problems (56%) in the experimental communities than in the control ones (39%). This constitutes a 44% increase in the incidence of educational problems among the experimental high-risk families. It is our opinion that this result is unduly affected by the small sample sizes involved, especially in two locations where there was only one family in a treatment group. When sample sizes are taken into account the negative effect of 44% becomes a positive effect of 2%. Such changes are not evident in the former comparison. Still, we tentatively conclude that HIPPY does not have a beneficial effect in higher-risk families. We are much more confident in our first conclusion that HIPPY has a strong effect in preventing educational problems in lower-risk families.

In all research studies one must consider alternative explanations to the results. The following section presents several methodological considerations which relate to the previous results. The uninterested reader may proceed to the section on Achievement Test Analysis.

Since we are considering differences between siblings, any explanation of differences between the experimental and control groups must be based on a differential change in the two groups between the date of testing the older sibling and the date of testing the younger sibling. For example, it is conceivable that in the control communities there happened to be a greater change in emphasis

on special treatments during the years of the research study (sending children to special education or a first grade preparatory class or keeping them back a grade). If this were the case we would obtain results similar to those above and our explanation that HIPPY reduced educational problems would not be valid.

However, we found that all experimental and control locations had the same educational frameworks available to their children. Also, informal talks with people at the Ministry of Education indicated that there were no differential trends in the utilization of special educational treatments among the experimental and control locations. In addition, the finding in lower-risk families that younger children in the control group were more likely to have had serious educational probelms was repeated in all six locations. It is hard for us to imagine that in addition to the introduction of HIPPY there was some other change that was introduced differentially across all the experimental-control paired communities.

Since our finding on non-normative progression through the school system is based on accepting the base-line provided by the control group, we return to the fact that it was somewhat out of line with common-sense expectation of parity between older and younger siblings (33 younger as opposed to 17 older control subjects were found to progress non-normatively through the school system). One of the reasons for this may have been a bias in the original selection of families. Families in which the elder sibling had <u>already</u> exhibited educational difficulties were eliminated by the selection procedure. Since the younger children were identified first, and then their older siblings, if the older sibling was not

in a regular class and therefore not found, the family was not chosen for the research. This procedure led to a natural bias in the selection of families, which tended to eliminate families with weak elder siblings, and thus, we may expect more weak younger siblings than older ones. In addition, this led to a bias toward lower risk families being included in the research. However, neither bias can account for the differences between the experimental and control groups since the procedure was the same for both. It does limit the generality of the results to the less severe cases in the population served by HIPPY.

Achievement Test Analyses

Before turning to the results, two points should be taken into account:

1) The sample sizes in each location were very small. We therefore focus on the aggregate result over locations.

2) The effect of HIPPY on normative progression probably led to a bias against the experimental group in this analysis. This is because weaker children in the control group were more likely to have had serious problems leading to their exclusion from the regular class where testing was done.

As a result, we are less confident in our conclusions for this analysis.

The effect of HIPPY on achievement scores was examined across the two years and the two subject matters tested. We look first at our best overall estimate of the effect of HIPPY. In order to do so, we calculated the mean advantage score for each family. This

score was the average of all advantage scores (transformed to standard units) available for that family. Ideally such a score would be the mean of four advantage scores. (Math and Hebrew, for first and second grades). However, where fewer such scores were available we used their mean as the average score for the family, taking it to be our best estimate of the total effect for that family. Note that one could take a minimalist approach, using only families where all four advantage scores were available. To take such an approach would have resulted in a large decrease in the already small sample size, and was therefore judged undesirable. Since the data obtained by using this minimalist approach are cleaner than those presented here (undue weight is not given to any one score) we also examined them. The results were essentially the same as those presented here.

We present our data concerning the achievement test results in three figures. Figure 1 shows the global effect of HIPPY in each of the six locations and over the whole sample. One can see that compared with control families, HIPPY families had higher advantage scores in four locations (2,3,4, and 5), about the same scores in one location (1), and lower scores in one location (6). The overall effect of the program was also in favour of HIPPY (.16 of a standard unit).

Having addressed the question of achievement scores globally, we now turn to a finer analysis of the data. Specifically, one might wonder whether there were differential effects of the program in the two subject matters (Hebrew and Math) and during the two years. Figures 2 and 3 provide the answers to these questions. In

Figure 2 we present the effects of HIPPY on scores in Hebrew and Math. Again, for each subject matter, we calculated for each family an advantage score based on the mean of the available relevant scores. To facilitate the comparison between the two subject matters, the scores for the experimental and control families are not presented separately. Instead, we present for each location the difference between the scores of the experimental and control groups. A positive score, then, indicates higher advantage scores for the HIPPY families. Inspection of the figure indicates that the effect of HIPPY was more pronounced in Math than in Hebrew in four out of the six locations; overall, there was a greater effect of the program on Math scores (.15 of a standard deviation).

Figure 3 presents a comparison of the effect of HIPPY in first as compared to second grade. This analysis is most problematic since three of the locations did not provide grade 1 data. Again, to facilitate the comparison between years we use for each year the difference between the advantage scores of the experimental and control families. Here, too, we use the mean of the available scores for each family. If anything, the data point to a larger effect of HIPPY in first than in second grade.

Having looked at the differential effect of the program we can now come back and further discuss its overall effect. Recall that the effect in the achievement tests was .16 of a standard deviation. To clarify the meaning of such an effect we can ask what it would mean if the scores were I.Q. points. In this case, the observed advantage of HIPPY children would be 2.4 (.16 x 15) I.Q.

points. Note that this value is, in a way, a lower limit on the effect of HIPPY, since the experimental group includes children who would not have been included in the achievement analyses if not for HIPPY. Again, we refer to those children whom HIPPY prevented from staying back or being placed in a special preparatory class or special education. It would seem logical to expect that such children had low achievement scores, and thus the difference scores in such families would tend to be lower than in families of the better-performing HIPPY children, though this would not necessarily be so (for instance, if the older sibling also had lower scores).

What we see, then, is that one effect of HIPPY - The reduction of atypical progression through school resulted in the formation of an experimental group which had a relatively large proportion of weak younger siblings. In order to correct for this we compared in each location the percentages of younger siblings from experimental and control families who did not progress through the educational system in a normative fashion. We assumed that that percentage in the control group represented the percentage of younger HIPPY children who would have exhibited atypical progression had it not been for their participation in the program. We then removed from the experimental group in each location as many younger siblings as necessary so that the percentage of children remaining would be as similar as possible to the percentage of control children who remained in the normative educational framework in that location. In doing so we first removed the weakest younger (HIPPY) sibling, and moved upwards until the required number was achieved. We then recalculated the advantage scores in each of the six experimental

locations. The effect of removing these subjects on the total scores is presented in Figure 4. To emphasize these effects in relation to those calculated when the weak younger siblings were included, we used Figure 1 as the basis for Figure 4. As one might suspect, the removal of the families of the weakest younger siblings resulted in an improvement of the advantage scores of the HIPPY families in all six locations. The overall effect is an enlargement of the mean advantage score in the experimental families from -.02 to .23. The difference between the experimental and control groups is now .41 of a standard deviation, (or about 6 I.Q. points if we use that scale for comparison).

We regard this last value as an upper estimate of the effect of HIPPY on school achievement as such, and the previous value as the lower estimate of the effect of HIPPY on achievement. Since this upper limit value translated the non-normative progression through school into achievement test scores, in a gross sense, it may be a way of estimating the overall effect of HIPPY across its various manifestations. Since it is only an estimate, in our opinion it is still preferable to look at HIPPY's effect on progression through school and on school achievement additively, in which case we conclude that HIPPY helps to keep children in the mainstream, and seems to have a small effect, in addition, on improving their school achievement.

SUMMARY AND CONCLUSIONS

The effects of HIPPY on the educational achievements of its participants in first and second grade were studied in six different locations. Each experimental location was compared to a matched

control. The control group consisted of children in locations which did not participate in the program. To further ensure comparability of the results, an additional control was used: the results of the experimental and control children were compared to those of older siblings when they had attended the same grade. Using the within-family comparison reduced the possible effects of general ability, family environment, and socio-economic status, while using the within-family design both for the experimental and control locations reduced the dangers of uncontrolled period effects. This report concentrated on two major indicators of educational success - normative progression through the educational system and scores on Hebrew and Math tests. The six locations have been treated as independent replications of the same study, though this summary reports the aggregated results over all locations.

The program proved successful on both dependent measures. Its effect was most pronounced in preventing atypical progression through the educational system in lower risk families. It reduced by 79% the rate at which its participants deviated from the normative educational progression (i.e. stayed back or were transferred to preparatory or special education classes). We consider this to be a large (and significant) effect obtained in a crucially important aspect of educational performance. Because of the meager data available in higher risk families we conclude very tentatively that HIPPY had no positive effect in these cases.

As for school achievement, there was a small, yet consistent effect in favour of HIPPY children. This effect was apparent over the total achievement scores, and somewhat stronger in Math than in Hebrew and in first grade than in second grade. In our

opinion the overall effect (.16 of a standard deviation) is an under-estimate of the real effect of HIPPY on school achievement because of a bias in the composition of the experimental children available for testing. Therefore we estimate that the effect of HIPPY on overall achievement during the first two grades is between .16 and .41 of a standard deviation.

Taking these two findings together, we conclude that the HIPPY program improved the scholastic performance of its participants. We recommend that the program be continued and used at locations where school performance tends to be lower than the norm. It is also recommended that the implementation and the effects of the program be continuously monitored.

We note that similar findings on non-normative progression and I.Q. scores were reported in a summary of 14 infant and preschool experiments in the U.S.A.[4]

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[4]Lazar, I; Hubbell, V.R.; Murray, H; Rosche, M and Royce, J. Summary Report: The Persistence of Preschool Effects. DHEW Publication No. (OHDS) 7830129, 1977.

Table 2: Distribution of Families According to Which Sibling had Educational Problems

Location	1		2		3		4		5		6		All locations			
													Unweighted[a]		Weighted	
Treatment	E*	C**	E	C	E	C	E	C	E	C	E	C	E	C	E	C
Families with Educational Problems																
A. Number:																
1. Both Siblings	0	1	1	1	1	0	2	4	2	2	0	0			6	8
2. Younger only	0	2	0	4	1	3	5	12	1	3	0	1			7	25
3. Older only	0	2	0	1	3	1	2	2	2	3	0	0			7	9
4. Neither	7	4	14	6	11	4	17	31	12	19	12	7			73	71
Total	7	9	15	12	16	8	26	49	17	27	12	8			93	113
B. Percent:																
1. Both Siblings	0	11	7	8	6	0	8	8	12	7	0	0	6%	6%	6%	7%
2. Younger only	0	22	0	33	6	38	19	24	6	11	0	12	5%	23%	8%	22%
3. Older only	0	22	0	8	19	13	8	4	12	11	0	0	7%	10%	8%	8%
4. Neither	100	45	93	50	69	50	65	63	71	70	100	88	83%	61%	78%	63%
C. Conditional Proportion of Families with Problem in Younger																
1. Given no problem in older ("low risk")	0/7	2/6	0/14	4/10	1/12	3/7	5/22	12/43	1/13	3/22	0/12	1/8	6%	28%	9%	26%
2. Given problem in older ("high risk")	-	1/3	1/1	1/2	1/4	0/1	2/4	4/6	2/4	2/5	-	-	56%	39%	46%	47%

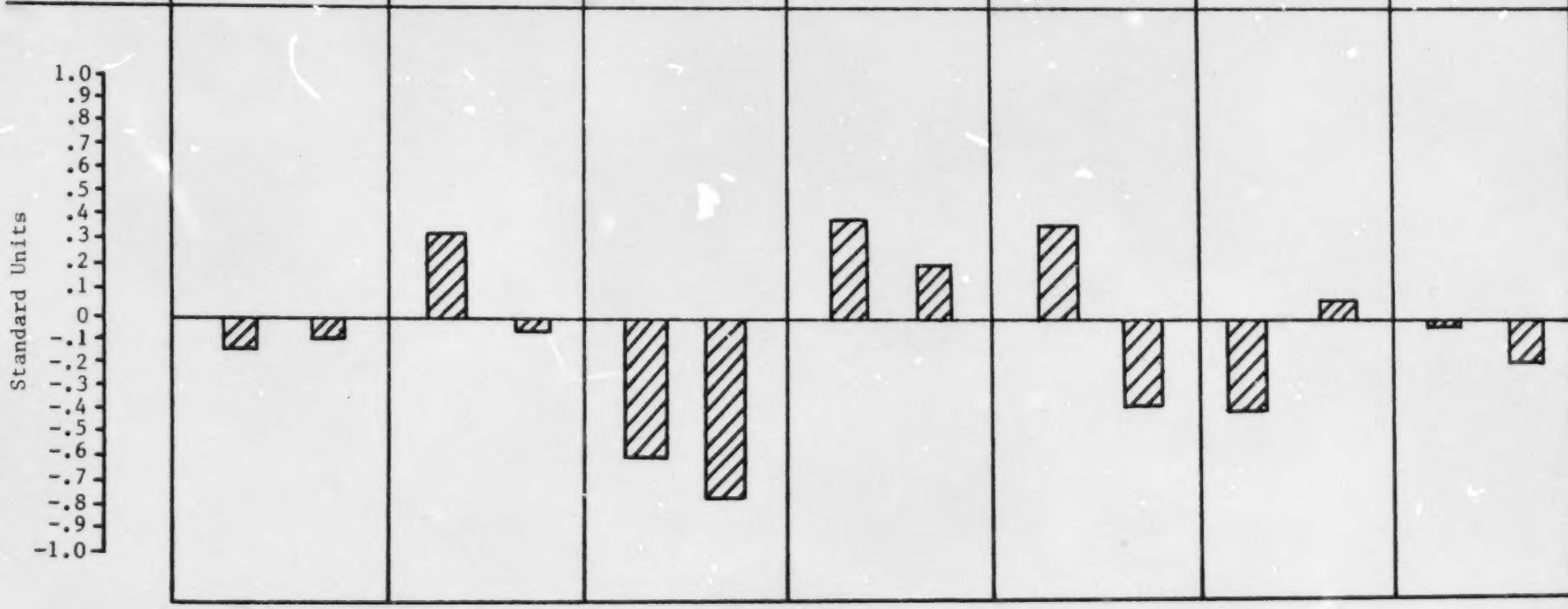
*Experimental **Control

a - Each Location Given Equal Weight

b - Each Location Weighted by Number of Families

FIGURE 1: GLOBAL EFFECT OF HIPPY - AVERAGE OVER ALL AVAILABLE ADVANTAGE SCORES FOR EACH FAMILY

Location	1		2		3		4		5		6		All*	
Group	E**	C**	E	C	E	C	E	C	E	C	E	C	E	C
n	6	4	14	3	11	4	17	20	12	11	12	7	72	49
$\bar{X}$	-.15	-.12	.34	-.06	-.59	-.78	.40	.19	.32	-.36	-.37	.06	-.02	-.18
SD	1.27	.59	.74	.23	1.01	.69	.79	.80	.67	.68	.81	.28		

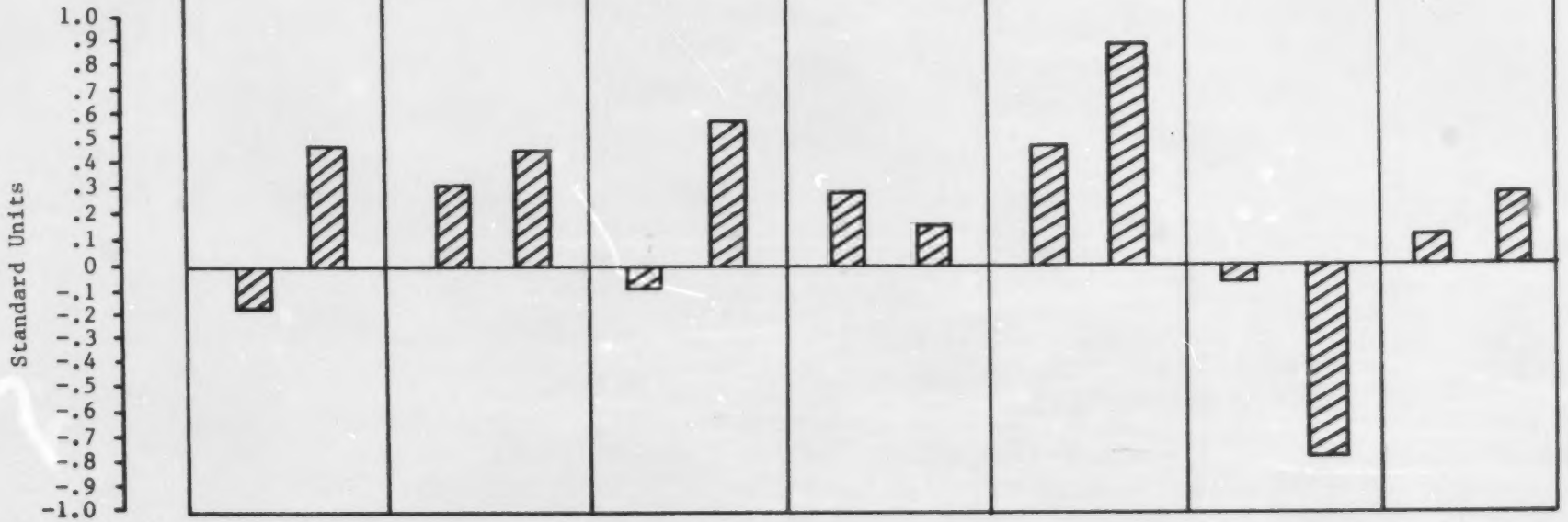


* These are unweighted means. Rounding has led to slight discrepencies in the data presented in the table.

** E = Experimental C = Control

FIGURE 2: EFFECT OF HIPPY ON LANGUAGE VS EFFECT ON MATH ACHIEVEMENT

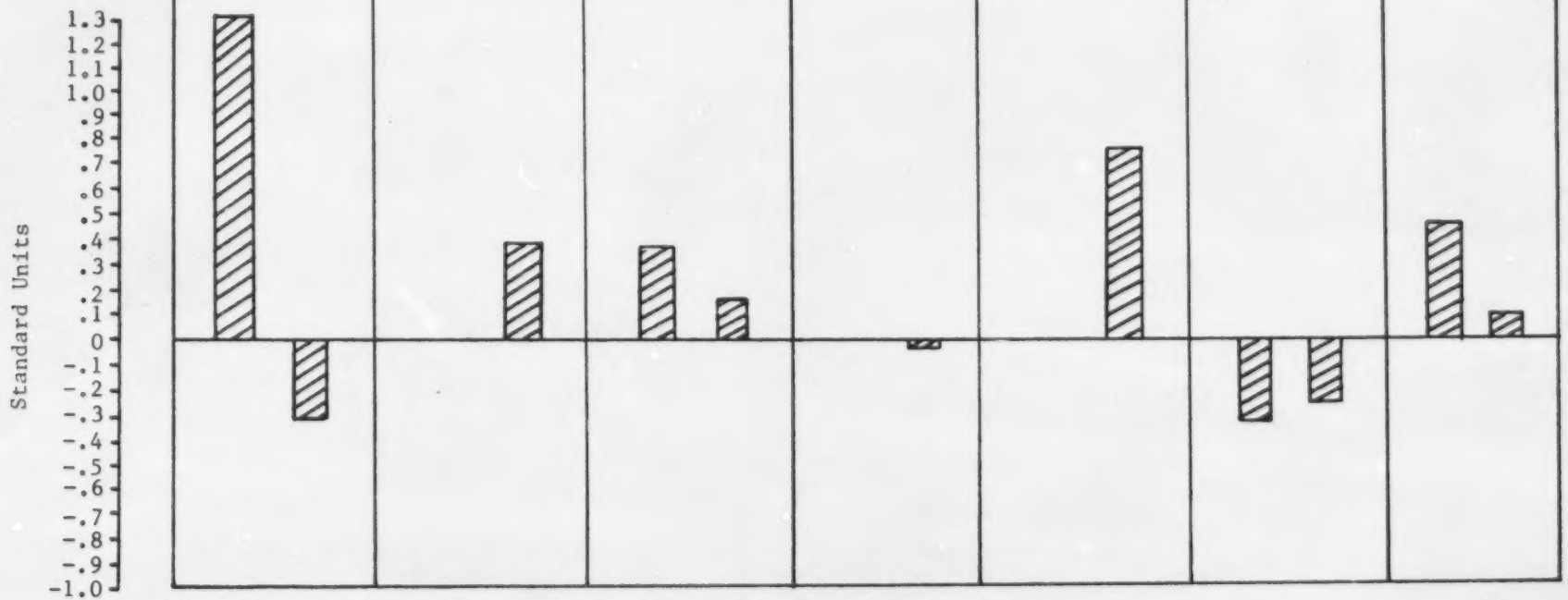
Location	1		2		3		4		5		6		All*	
Test	L	M	L	M	L	M	L	M	L	M	L	M	L	M
Experimental (E)	-.25	.36	.32	.33	-.63	-.55	.35	.44	.39	.20	-.18	-.56	.00	.04
Control (C)	-.06	-.11	.00	-.13	-.54	-1.03	.08	.29	-.07	-.64	-.11	.24	-.12	-.23
E - C	-.19	.47	.32	.46	-.09	.58	.27	.15	.46	.84	-.07	-.80	.12	.27



* See footnote, Figure 1.

FIGURE 3: EFFECT OF HIPPY ON FIRST GRADE VS SECOND GRADE ACHIEVEMENT

Location	1		2		3		4		5		6		All*	
Grade	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Experimental (E)	.50	-.23	.28	.33	-.53	-.44	.56	.17	-.23	.38	-.16	-.31	-.07	.02
Control (C)	-.80	.07	-	-.06	-.91	-.58	-	.19	-	-.36	.18	-.02	-.52	-.13
E - C	1.30	-.30		.39	.38	.14		-.02		.74	-.34	-.29	.45	.11**

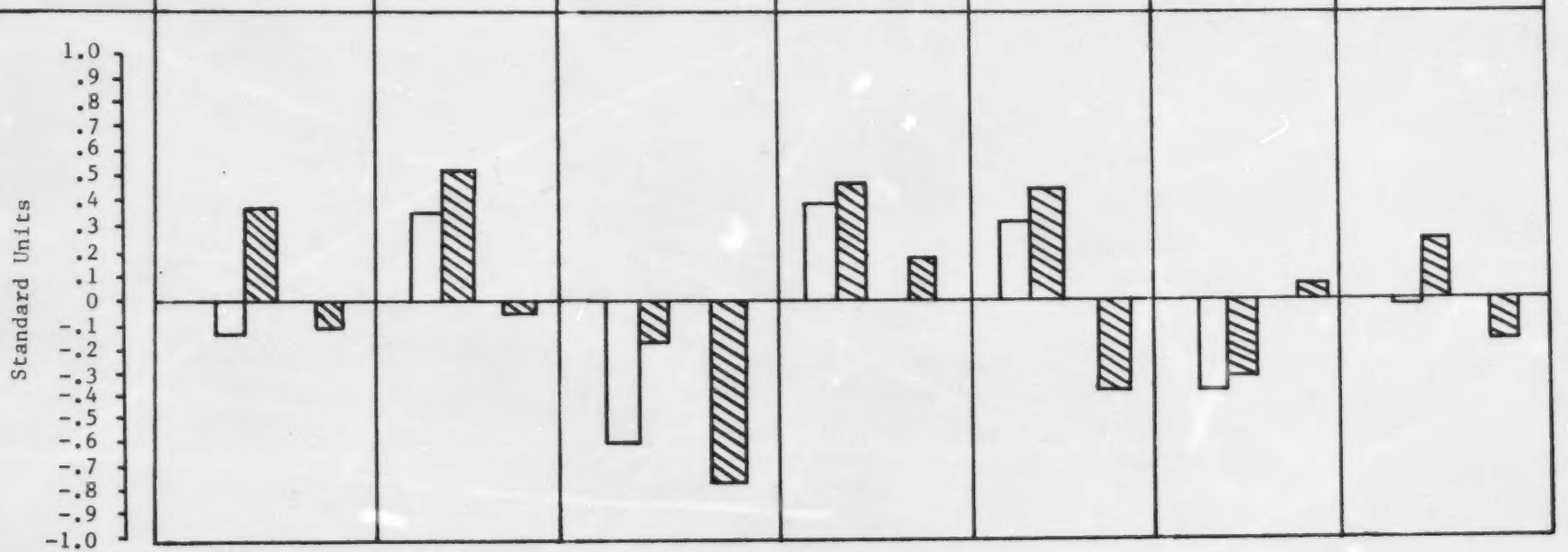


* See footnote, Figure 1.

** This is the average over all six locations. The average over three locations is -.15 .

FIGURE 4: GLOBAL EFFECT OF HIPPY AFTER CORRECTION OF DROPOUT IN THE EXPERIMENTAL GROUP

Location	1		2		3		4		5		6		All*	
Group	E**	C**	E	C	E	C	E	C	E	C	E	C	E	C
n	4	4	9	3	8	4	16	20	11	11	11	7	59	49
$\bar{X}$	.38	-.12	.55	-.06	-.15	-.78	.46	.19	.45	-.36	-.31	.06	.23	-.18
$\bar{X}$***	(-.15)		(.34)		(-.59)		(.40)		(.32)		(-.37)		(-.02)	



*See footnote, Figure 1.

**E = Experimental C = Control

***Experimental group mean before correction.

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